

HOW CULTURE SHAPES MOTIVATION TO
ENGAGE IN RECREATION ACTIVITIES
A CROSS-CULTURAL PERSPECTIVE

By

CRISTINA GOOD

Bachelor of Science in Public Accounting
Universidad Iberoamericana
Puebla, Mexico
1996

Master of Science in International Studies
Oklahoma State University
Stillwater, Oklahoma
2013

Master of Science in Management and Marketing
Universidad Popular Autonoma del Estado de Puebla
Puebla, Mexico
2013

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
December, 2017

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Dissertation Approved:

Dr. Bert Jacobson

Dissertation Adviser

Dr. Tim Passmore

Dr. Donna Lindenmeier

Dr. Todd Arnold

ACKNOWLEDGEMENTS

Aprovecho esta oportunidad para agradecer a todas las personas que han compartido conmigo no solo esta compleja aventura llamada doctorado, sino a todas aquellas que a lo largo de mi vida han aportado algo significativo para mí.

A Dios por darme la vida.

A mis papas por su incondicional y desinteresado amor.

A mis hijos Ana Paula y Rodrigo por atreverse a vivir esta aventura conmigo y por su resiliencia en los momentos más difíciles que hasta ahora hemos pasado.

A mi esposo Gary por su amor y paciencia.

A mis hermanos Jorge y Carlos por los momentos compartidos a lo largo de nuestra vida que nos han hecho fuertes y nos han unido más.

A mi tía Alis por estar ahí en cada momento de mi existencia.

A mi familia (esparcida por todo el mundo) por su cariño vía internet o en persona.

A mis amigas(os) por hacer mi vida más divertida y demostrarme que sin ellos mi vida no sería igual.

A mis compañeros de programa que sin su apoyo no habría podido graduarme.

No puedo dejar de reconocer y agradecer a mis profesores a los cuales les debo todo lo que he aprendido en estos más de cuatro años en el programa. Va un agradecimiento especial a mi asesor Bert Jacobson por la libertad que me dio al trabajar en mi disertación y enseñarme a tomar mis propias decisiones pues de eso se trata el aprendizaje. Gracias también a mis demás sinodales Tim Passmore, Donna Lindenmeier y Todd Arnold por su dedicación y empeño a lo largo del proceso de titulación.

Y finalmente, agradezco a la vida el haber podido viajar a un país desconocido que me abrió las puertas y me brindo oportunidades inimaginables y retos que con diligencia y dedicación puedo hoy orgullosamente decir, que supere.

Name: CRISTINA GOOD

Date of Degree: DECEMBER, 2017

Title of Study: HOW CULTURE SHAPES MOTIVATION TO ENGAGE IN
RECREATION ACTIVITIES: A CROSS-CULTURAL PERSPECTIVE

Major Field: HEALTH, LEISURE AND HUMAN PERFORMANCE

Abstract: The purpose of this study was to determine the type of motivation that triggers participation in recreational activities, and to contrast and to compare two ethnic groups of college students. Motivational data collected from 270 participants surveyed in the United States (n=135) and Mexico (n= 135) were compared. Data was statistically analyzed using an Independent t-test. Results indicated that culture indeed impacts the types of motivation that college students experience during their leisure pursuits. More specifically, significant differences were reported between American and Mexican college students in intrinsic motivation, identified regulation and amotivation. Thus, this study supports the idea that culture influences leisure motivation. Evidence suggests that the motivation to engage in recreational activities for males (n=96) and females (n=96) was no significantly different. In light of these findings, the author suggests the need to recognize culture as an important factor to consider while addressing culturally different groups, thus avoiding the use of generalized models which are not customized to cultural contexts.

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CHAPTER I

INTRODUCTION

Culture mirrors the entire heritage of a group of people whose distinctive traits make it unique. Culture has a strong impact at the macro-environmental level of a country such as economics, politics, language, education and legality, as well as on several aspects at the individual level such as knowledge, beliefs, morals (Soares, Farhangmehr, & Shoham, 2007) and even on leisure preferences (Russell, 2005) . The culture of a country emphasizes and cultivates values that shape individuals' lives (Rodriguez Estrada & Ramírez Buendia, 1992), provides a sense of belonging, and ultimately, provides an explanation of individuals' behavior (Moran, Harris, & Moran, 2007).

Despite the relevance of culture, it was not until the 20th century, when the concept of culture as we understand it today, emerged. As a consequence, during the second World War, the government of the United States (US) asked anthropologists to examine the traits of the enemy nations such as Germany, Japan and the Soviet Union in order to learn more about their values, principles, and beliefs (G. H. Hofstede & McCrae, 2004). Despite these endeavors, the notion of culture was virtually absent from research; American and European studies postulated their theories and knowledge as universal

values overlooking cultural differences (Díaz-Guerrero, 2003). During the 1950's psychologists all over the world started developing cross-cultural research. At first, they were trying to prove the universal validity of the American and European findings. Later, the goal focused on discovering differences among cultures (Díaz-Guerrero, 2003). Since then, researchers have been investigating the impact of culture in the many fields of science in an attempt to determine its effects on human behavior.

Statement of the Problem

Cross-cultural research aims to contrast two or more societies with some apparent differences (Guo & Schneider, 2015). In the leisure field, this type of research started in the 1970's since it became clear that there were differences in people's leisure preferences based on their culture. At the end of the 90's a study reported that leisure studies on race, ethnicity and different cultures were still limited. Thus, it was recommended to leave behind outdated theories and to promote emerging research trends (Kleiber, Walker, & Mannell, 2011) to expand the knowledge of cross-cultural research. Despite the efforts in trying to include different groups of people in studies, a fairly recent systematic review revealed that less than 5% of the articles published in professional leisure journals focus on ethnicity or culture (Floyd, Bocarro, & Thompson, 2008) and very few studies have investigated how culture shapes people's motivation to engage in leisure activities (Kleiber et al., 2011).

After a review of the leisure literature done by the researcher of the current study, it was found that publications on cross-cultural research are rare (Purrrington & Hickerson, 2013) or have focused mostly on tourism and parks. Very few articles

comparing people's motivation for recreational activities in different cultures were found, and no articles comparing American versus Mexican college students and their motives to participate in recreational activities were found. Another challenge that researchers encounter is that in Mexico, little research is carried out due to the lack of human and financial resources and the unproductive work of academic institutions (Cabrero, Cárdenas, Arellano, & Ramírez, 2011). As previously stated, if culture has such a strong impact on human behavior, it is imperative to expand research in order to understand cultural differences and acknowledge their effects on human behavior.

Purpose of the Study

Cross-cultural research development responds to the need of identifying core values of cultures in order to make comparisons and be able to understand differences (Pan, Chaffee, Chu, & Ju, 1994) thus, avoiding generalizations that may mislead knowledge. Besides variables such as gender, socio-economic status and age, "the variable of culture should be considered as the base line for social sciences" (Díaz-Guerrero, 1977, p. 122). Hence, by adding the variable of culture it allows researchers to identify its effects on human behavior, and at the same time, enhance human being's quality of life and strengthen their psychological and social aspects (Díaz-Guerrero, 2003).

For this study, the researcher focused on examining the effects that culture has on the motivation that triggers the participation of individuals in certain recreational activities. A comparison between American and Mexican college students was conducted since previous studies have reported consistent cultural differences between them (G. H.

Hofstede, Hofstede, & Minkov, 2010) (Díaz-Guerrero, 2003; Moran et al., 2007). Thus, this study aims to acknowledge how cultural differences between college students of the United States and Mexico affect their behavior, preferences, and intention to participate in recreational activities. Recreation has been mostly described as an activity which occurs during leisure thus, as an activity, “it can be counted and compared across different population groups and cultures” (Russell, 2005, p. 33).

Significance of the Study

Cross-cultural research aims to acknowledge a more precise and integrated insight of the human behavior. Thus, the approach derived from this study may help avoid stereotypical ways of investigating individuals’ behavior in different cultures. It also helps reducing the disciplinary ethnocentrism present in the leisure field as well as in other fields of the behavioral sciences which are dominated mostly by American and European studies (Díaz-Guerrero, 2003). Some researchers argue that most of the theories and practices are limited to White middle-class Americans and lack generalizability (Kleiber et al., 2011) (Meng, 2010). Hence, one benefit of expanding the literature is to add theories and concepts in order to better understand diverse populations. Further, it is because of the extant ethnocentrism that in Latin America “imported” theories and practices fail when put into practice, as they are not adapted to the cultural context and characteristics of its people (Gomes, 2012). Thus, the need to expand research to Latin American countries. It is important to emphasize that the aim of developing leisure research in Latin America is not to discredit global theories, rather to present both perspectives (Tabares Fernández, 2010). For the researcher, this investigation will help her uncover critical areas of two cultures which have not been

fully explored, respond to unanswered questions, and create awareness of the need of leisure research in her country of origin.

Definitions of Terms

The following definitions will be used in the context of this study.

Amotivation – “ the state of lacking the intention to act” (Ryan & Deci, 2000, p. 72).

Cognitive Evaluation Theory – “ has the aim of specifying factors that explain variability in intrinsic motivation” (Ryan & Deci, 2000, p. 70).

Cross-cultural perspective – for this study, it is referred to the comparison between American and Mexican students.

Culture - “the collective programming of the mind that distinguishes one group or category of people from another” (G. Hofstede, 1980, p. 24).

Extrinsic Motivation - “refers to the performance of an activity in order to attain some separable outcome” (Ryan & Deci, 2000, p. 71).

Gender gap refers to “differences and inequality between men and women” (Thompson & Cuseo, 2012, p. 43).

Intrinsic Motivation - “refers to doing an activity for the inherent satisfaction of the activity itself” (Ryan & Deci, 2000, p. 71).

Leisure – “activity-apart from the obligations of work, family, and society-to which the individual turns at will, for either relaxation, diversion, or broadening his

knowledge and his spontaneous social participation, the free exercise of his creative capacity” (Dumazedier, 1967, pp. 16-17).

Machismo – “exaggerated aggressiveness and intransigence in male-to-female relationships and arrogance and sexual aggression in male-to-female relationships” (Stevens, 1973, p. 315).

Motivation - “an internal or external element that moves people toward a behavior” (McLean & Hurd, 2012, p. 120).

Organismic Integration Theory – “details the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviors” (Ryan & Deci, 2000, p. 72).

Recreation - “recreation consists of human activities or experiences that occur in leisure time. Usually, they are voluntarily chosen for intrinsic purposes and are pleasurable, although they may involve a degree of compulsion, extrinsic purpose, and discomfort, or even pain or danger” (McLean & Hurd, 2012, p. 29).

Self-Determination Theory – “an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans’ evolved inner resources for personality development and behavioral self-regulation” (Ryan & Deci, 2000, p. 68).

Socio-Cultural Premises (translated from the Spanish Premisas Socio-Culturales)
– a set of guidelines that indicate the way an individual in a particular culture should

behave within the family, the community, the society and the institutional superstructures (Díaz-Loving, 2006).

Statement of Research Questions and Hypotheses

The literature suggests that motivation is a force that induces an individual to choose one action over another (G. H. Hofstede et al., 2010). Furthermore, researchers theorize that culture impacts the individual's behavior and provides an explanation of his behavior (G. H. Hofstede et al., 2010). Thus, the following research question has been formulated:

Research question 1:

Do college students in the US and Mexico experience different types of motivation when engaging in recreation activities?

The following hypotheses were developed for the aforementioned research question one.

Null hypothesis 1a: No differences between American and Mexican college students on intrinsic motivation for recreation activity engagement are expected.

Alternative hypothesis 1a: Differences between American and Mexican college students on intrinsic motivation for recreation activity engagement are expected.

Null hypothesis 1b: No differences between American and Mexican college students are expected if identified regulation occurs to participate in recreation activities.

Alternative hypothesis 1b: Differences between American and Mexican college students are expected if identified regulation occurs to participate in recreation activities.

Null hypothesis 1c: No differences between American and Mexican college students are expected if external regulation occurs when engaging in recreational activities.

Alternative hypothesis 1c: Differences between American and Mexican college students are expected if external regulation occurs when engaging in recreational activities.

Null hypothesis 1d: No differences between American and Mexican college students are expected due to the lack of motivation for recreation activity engagement.

Alternative hypothesis 1d: Differences between American and Mexican college students are expected due to the lack of motivation for recreation activity engagement.

Research suggests that gender differences are noticeable in several leisure aspects such as motivations, attitudes and values and in turn, they influence leisure behavior (Kleiber et al., 2011). Moreover, literature suggests that women's leisure choices are shaped by ideologies pertaining to their own culture which indicates what is appropriate or not (Henderson, Hodges, & Kivel, 2002). Therefore, the following research question was developed.

Research question 2:

Is there a difference between male and female college students in regards to what motives them to engage in recreation activities?

The following hypotheses were written in regards to the research question two.

Null hypothesis 2a: No differences between male and female students are expected whenever they are intrinsically motivated to engage in recreation activities.

Alternative hypothesis 2a: Differences between male and female students are expected whenever they are intrinsically motivated to engage in recreation activities.

Null hypothesis 2b: No differences between male and female students are expected when identified regulation occurs to engage in recreation activities.

Alternative hypothesis 2b: Differences between male and female students are expected when identified regulation occurs to engage in recreation activities.

Null hypothesis 2c: No differences between male and female students are expected when external regulation occurs during participation in recreational activities.

Alternative hypothesis 2c: Differences between male and female students are expected when external regulation occurs during participation in recreational activities.

Null hypothesis 2d: No differences between male and female students are expected whenever they lack the motivation to engage in recreation activities.

Alternative hypothesis 2d: Differences between male and female students are expected whenever they lack the motivation to engage in recreation activities.

Assumptions

This study relies on a self-administered questionnaire of college students and assumes that the students' responses are honest and accurate.

Research has shown that people with a high degree of education have different attitudes than people from the general population (McCarty & Shrum, 1994). Since all the participants are college students, it was assumed that socioeconomic status of the majority of the participants is similar, and that their attitudes are similar as well.

Limitations

The outcomes of this study should be interpreted cautiously given that there were some limitations within the samples obtained.

- The samples were drawn solely from students in the state of Oklahoma and from a few states in central Mexico.
- Not all participants had an incentive to participate in the study.
- It was a convenience sample.
- The time of data collection (spring/summer) may have impacted the preference of recreational activities particularly in the US where many activities are seasonal.

CHAPTER II

REVIEW OF LITERATURE

This literature review examines previous research on the concepts of culture, motivation and the influence of culture in human behavior as well as the relationship between motivation and leisure pursuits. In the first section of this chapter, a brief description of Americans and Mexicans is presented to acknowledge their cultural differences. The second part of this section begins with a discussion on the influence of culture on human behavior, as well as the description of the model that was used as a framework to explain cultural differences between Americans and Mexicans. In the last part of this chapter, the discussion focuses on the influence of motivation in leisure behavior, the definitions of motivation and the theory reviewed to explain the different types of motivation.

The American Perspective

Defining the American culture is difficult since the United States is a country of immigrants whose ancestors came from many different countries in the world making it a heterogeneous society (Pan et al., 1994). It is not a melting pot, as some people describe it, as differences among ethnic groups still persist. Although there is certainly an idiosyncrasy that surpasses such differences granting the American-European culture

prevalence over others, thus expecting people to conform with it (Hall, 1990). This European influence (i.e. Protestant heritage) is characterized by autonomy, competence (Vargas & Kemmelmeier, 2013) and pragmatism (Rodriguez Estrada & Ramírez Buendia, 1992). Along these lines, scholars agree that the American core values are individualism, freedom and equality of opportunity (Pan et al., 1994).

It is by means of the northern European influence, that American culture is mono-chronic, which means that people focus on one thing at a time, they are fast at making decisions (Hall, 1990), and respect their agendas and schedules (Gillespie & Hennessey, 2011). Even though some Americans are poly-chronic due to their cultural backgrounds, what prevails in the country is a mono-chronic approach (Hall, 1990).

America is a low-context culture where communication is explicit (Gillespie & Hennessey, 2011), nothing is taken for granted, and everything is said straightforward leaving less room for misunderstandings (Gallion, 2013). “People from low-context cultures value logic, facts, and directness” (Gallion, 2013, p. 27). However, in southern regions of the US, people may have some typical characteristics of a high-context culture (Gallion, 2013), where communication is more implicit and the meaning of words depends on the circumstances where the communication process takes place, as well as on the roles that people play during this process (Gillespie & Hennessey, 2011). Despite this apparent difference in southern regions, research suggests that due to the culturally diverse population of the US, and high mobility (i.e. people moving to different regions) (Hall, 1990) communication relies on a low-context culture (Gallion, 2013).

According to the anthropologist and cross-cultural researcher Edward Hall (1990), the geographical size of the country shaped the personality of Americans. They are accustomed to having more space between them, owning big cars and big houses. This makes them highly territorial (Gallion, 2013) also they highly value individuality and personal privacy (Hall, 1990). Thus, understanding the American culture is a complex task, yet Hall (1990) suggests that a suitable way to better understand the American culture and its impact on its citizens, is by contrasting their culture against others.

The Mexican Perspective

The Europeans who conquered Mexico came from Spain, nonetheless Mexicans are not only descendants of Spaniards, they also have an Indian heritage dominated by the Aztec culture. As a result of the conquest, the *mestizos* were born. They are individuals who have both, Spanish and Indian blood (Fent Ross, 1958). It is because of the combination of these two contrasting cultures that since the beginning of the 21st century, Mexican researchers were already aware of the importance of identifying traits from each subgroup in the Mexican society (Díaz-Guerrero, 2003). Research suggests that there is a correlation between the Mexican culture and the personality of Mexicans and, in turn, their personality is closely related to the Mexican history (Rodriguez Estrada & Ramírez Buendía, 1992).

The Mexican culture relies on the importance of interpersonal relations, on the social roles played by its members, and on the need of belonging (Sánchez-Aragón & Díaz-Loving, 2009). Mexicans are strongly influenced by the beliefs and morals of the Catholic church which was imposed by the Spanish (Rodriguez Estrada & Ramírez

Buendia, 1992). They are generally hospitable, family and person oriented, hard workers and possibly more related to their Indian than Spanish heritage (Moran et al., 2007).

Mexicans affirm their national identity through national symbols, a shared idiosyncrasy, folklore (e.g. popular music, ballet, movies) and also sports (Rodriguez Estrada & Ramírez Buendia, 1992).

The way they communicate is high context-oriented; thus, the use of body language and emotional expressions adds a lot of meaning to the spoken words (Moran et al., 2007). There is a tendency to “customize language by speaking metaphorically” (Moran et al., 2007, p. 360) and express norms that moderate the individuals’ behavior through anecdotes, proverbs or sayings (Díaz-Guerrero, 2003; Moran et al., 2007). In this culture, courtesy, tact and diplomacy are highly valued by its members (Moran et al., 2007).

Mexico should be understood as a country of contrasts (Moran et al., 2007). To a certain extent, this duality can be explained by the characteristics of two opposing cultures, “the Indian based on magic and superstition, and the Spanish, based on imposition, dogma and faith” (Moran et al., 2007, p. 361). The Spanish created institutions that strongly favored them at the expense of the indigenous people’s exploitation, making them and their descendants very rich and in turn, creating a very unequal country (Acemoglu & Robinson, 2012). The inequality has had an effect in many aspects of society such as the dissimilar levels of education among its citizens; there are “many brilliant scholars and many that are completely uneducated” (Fent Ross, 1958, p. xv). Due to the wealth disparity, there is a great difference among social classes where an

elite group force power and privilege upon a great majority of citizens (Rodriguez Estrada & Ramírez Buendía, 1992) .

In recent years, the country has been experiencing a major transition by seeking more democratic basis, and by controlling tensions between social classes (Moran et al., 2007). This evolution can also be observed in its culture; some of the socio-cultural premises (i.e. basis, norms, and structures accepted and expected by the Mexican population) have lost support. As an example, there is a socio-cultural premise stating that men should show aggressiveness. However, this one has lost support (i.e. decline in “machismo”); another one stating that women should stay at home which has also drastically declined. On the contrary, there are some socio-cultural premises that have remained unchanged such as respect for parents, and the love for the mother (Díaz-Guerrero, 2003). Díaz-Guerrero (2003) denotes a difference in some groups; the higher the socio-economic status and the higher the level of education, the less the support to the socio-cultural premises.

The emancipation of Mexican women can be explained in two areas. They have emancipated due to cultural changes allowing themselves to be in complete control of their bodies as seen in the decline of the socio-cultural premise of virginity, and due to the changes experienced by men in several aspects of their lives such as the decline in “machismo” referred to in the previous paragraph (Díaz-Guerrero, 2003). One aspect that evidences the transformation of the Mexican woman is the role that first ladies have played throughout history. In the past, they were invisible; Media would not cover their stories and their role was exclusively to support their husband’s decisions and take care of their families. However, recently they have become an important part of the

presidency, thereby having active roles in public life (Sefchovich, 2013). It is noteworthy that the transformation of Mexican women has happened in only some sectors of the society (Rodriguez Estrada & Ramírez Buendia, 1992).

How Culture Influences Leisure Behavior

Leisure is considered as a fundamental human need that may be satisfied through a variety of forms at the individual and group levels and contingent to the social and cultural contexts (Gomes, 2012). Russell (2005) contends that culture makes an impact on an individual's behavior including his/her leisure choices. Additionally, other researchers have found that the way an individual thinks and acts is significantly influenced by his/her culture (Iso-Ahola, 1976; McCarty & Shrum, 1994); this influence depends on whether it is a feminine- or masculine-oriented culture, whether the culture is past-, present- or future-oriented, or whether it is a collectivistic or individualistic culture (McCarty & Shrum, 1994).

Other studies have also supported the claim that culture influences leisure behavior. One study in particular, compared the leisure preferences of college students in the United States and Uganda. The outcomes revealed that Americans engaged in a wider variety of recreation activities (10/21) such as sports and outdoor activities. In contrast, Ugandans' list of activities was more limited (4/21) and the participants leaned towards activities such as reading and watching television (Kleiber et al., 2011). In 2006, another study was conducted involving adolescents of Canada and China in order to learn about their leisure preferences. The results showed that Canadians' recreation preferences were exercise and team sport participation while the Chinese preferred

activities such as reading and computer games (Kleiber et al., 2011). Some researchers believed that cultural factors influence the type of affect (high-arousal positive HAP versus low-arousal positive LAP) considered as ideal and this, in turn, influences the recreation activities that one engages in. In order to investigate this hypothesis, they conducted a study and the results showed that European Americans preferred HAP affect (elated, excited, enthusiastic) whereas Hong Kong Chinese favored LAP affect (calm, relaxed, peaceful) (Kleiber et al., 2011), demonstrating once more that culture impacts leisure behavior.

The values among different cultural groups may be similar, however the way each culture prioritizes such values varies (De Mooij, 2015). Even within the US, some studies have shown that there is a difference among ethnic groups. For instance, a study conducted several years ago in the US comparing the values of ethnic groups demonstrated that Mexican-American's leisure pursuits were motivated by strong family values, and during their leisure time they sought intensive social interaction with members of their own ethnic group. On the contrary, the majority of Americans pursued individualistic goals and self-fulfillment (Stodolska, 2003). In order to understand how culture impacts human behavior, in the following paragraphs the concept of culture will be described along with the discussion of Hofstede's Cultural Dimensions Model.

Characteristics and Definition of Culture

According to Russell (2005), despite the many definitions of culture found in the literature, the following characteristics are commonly part of that concept:

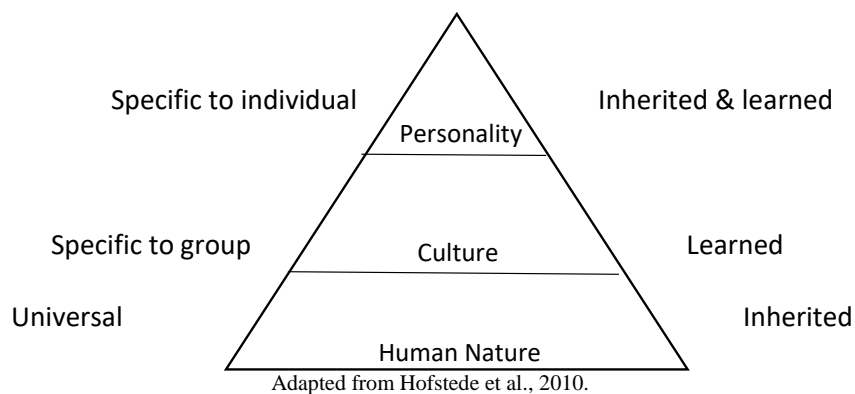
- a) Shared: by a group of people

- b) Learned: from generation to generation
- c) Include symbols: expressed through visual images
- d) Integrated: all its elements are interrelated

Hofstede has defined culture as “the collective programming of the mind that distinguishes one group or category of people from another” (G. Hofstede, 1980, p. 24). Furthermore, Hofstede and McCrae (2004) agree that cultural differences are a combination of personality, cultural values and sociological forces. As shown in Figure 2.2, Hofstede (1980) defined three levels of mental programming within the domains of Power Distance, Individualism, Masculinity and Uncertainty Avoidance:

1. Personality which combines traits specific to an individual and values that are inherited and learned.
2. Culture which are the values shared by a group and are learned.
3. Human nature which are inherited universal values.

Figure 2.1 Three Levels of Uniqueness in Mental Programming



Hofstede's Cultural Dimension Theory

During the 1970s a Dutch researcher called Geert Hofstede, analyzed the data of International Business Machines (IBM) employees and classified countries according to their shared characteristics. He developed a multi-dimensional model that helps describe the characteristics of each group (G. H. Hofstede et al., 2010). Such model has been widely used in cross-cultural research. According to Hofstede (2001) his work has been cited by 2700 referred journal articles. One reason to justify its use is that the dimensions fully cover the conceptualizations of culture exposed in the literature over many years (Yoo, Donthu, & Lenartowicz, 2011). Another reason of its extended use is due to the large number of countries included in the model and the ease to understand it (De Mooij & Hofstede, 2010). Although the model was produced in the 1970s, many replications along the years have proved that the country rankings are up to date and consistent with the original outcomes (Calabrese, Capece, Costa, & Di Pillo, 2015). Despite the fact that due to the advances in technology and the interconnectivity among countries, it is impossible to isolate any culture from the influences of others (Pan et al., 1994). Hofstede (2011) explains, it is not that cultures have not changed at all, rather the rationale behind the use of his model, is that cultures have all changed at the same pace thus remaining relatively in the same position in relation to the others.

In the original model, forty different countries were analyzed through four dimensions: Power Distance, Masculinity, Individualism and Uncertainty Avoidance. Eventually, in the 1980s more countries were included, data from around 100,000 IBM employees was analyzed (G. Hofstede, 1980) and a fifth dimension called Long Term Orientation was added. More recently, Minkov's work contributed to the creation of the

sixth dimension called Indulgence (G. H. Hofstede et al., 2010). Currently, for the first five dimensions, the scores of a total of 76 countries have been published plus 96 countries for the Indulgence index (G. H. Hofstede et al., 2010).

The cultural dimensions in Hofstede's model are measured in a continuum. Therefore, the scores may be in either side of the continuum or somewhere in between (G. H. Hofstede et al., 2010). The measures range from 0 to 100, with higher scores indicating a stronger cultural tendency toward this dimension. The values for the US and Mexico are shown in Table 2.1.

Table 2.1 Index Scores and Ranks for Countries and Regions from the IBM Set

Country	PD	IND	MASC	UA	LTO	IDG
US	40	91	62	46	26	68
Mexico	81	30	69	82	24	97

Adapted from Hofstede, 2010.

Cultural Dimensions

Power distance reflects “the extent to which the less powerful members of organizations accept and expect that power is distributed unequally” (G. H. Hofstede & McCrae, 2004, p. 62). In every society there is inequality. However, the way inequality is dealt with varies depending on the score in power distance. There is a big difference between the US and Mexico in this realm as the immigrants who came to the US were to compete in similar conditions against each other and in Mexico the socio-political structure was pyramidal and stratified (Rodriguez Estrada & Ramírez Buendia, 1992).

Mexico scores high in power distance. In high power distance societies, authority figures strongly impact the followers' ideas and behavior (G. H. Hofstede et al., 2010).

Respect for parents and the elderly is considered a virtue and children are taught to be obedient (Gillespie & Hennessey, 2011). Research shows that the perception of respect has a different connotation for Mexicans and Americans. Mexicans interpret it as a response to love and affection, protection of love ones and obedience. On the contrary, Americans view respect as admiration, seeing others as equals and behaving accordingly (Díaz-Guerrero, 2003).

In low power distance countries there is an interdependence between subordinates and bosses; there is a small emotional distance between them (G. H. Hofstede et al., 2010). The US, unlike Mexico, scored below average on this dimension (40). This means that in the workplace, Americans tend to adopt the *participative management* which allows the subordinate to get involved in the decision process without infringing on the manager's prerogative (G. H. Hofstede et al., 2010) as oppose to Mexican leaders who do not make consensus decisions (Moran et al., 2007). In another aspect of this type of societies, children are encouraged to be independent from the family (Gillespie & Hennessey, 2011) and contradicting their parents is allowed. Students are welcome to intervene during class and contradict teachers when disagreeing with them (G. H. Hofstede et al., 2010). It is important to note that even within a country which scores smaller power distance, there are different values between the social classes; less educated individuals have more authoritarian values than highly educated people (G. H. Hofstede et al., 2010).

Uncertainty avoidance “indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are novel, unknown, surprising and different than usual” (G. H. Hofstede &

McCrae, 2004, p. 62). Mexico scored high in uncertainty avoidance, which is associated with the hierarchical structure of the Roman Catholic Church and its teachings and rituals (Steenkamp, 2001); according to data almost 84% of the Mexican population is Catholic (INEGI, 2010). People in high uncertainty avoidance societies try to minimize future uncertainty since they tend to consider that which is different to be dangerous. This makes them less innovative (G. H. Hofstede et al., 2010). Mexicans have the tendency to be pessimistic and try to avoid risk as much as possible (Moran et al., 2007). In countries with low uncertainty avoidance individuals feel motivated by achievement or belonging, on the contrary, in high uncertainty avoidance societies, they are motivated by security and esteem or belonging (G. H. Hofstede et al., 2010).

The US scored below average in this dimension making them more confident in dealing with whatever comes in the future. They welcome new ideas, innovative products, practices, or food. Emotionally, they are less expressive than people in high uncertainty avoidance societies (G. H. Hofstede et al., 2010). Low uncertainty avoidance societies tend to take care of their health by engaging in fitness and sports (De Mooij & Hofstede, 2010).

Individualism refers to “the degree to which individuals are integrated into groups” (G. H. Hofstede & McCrae, 2004, p. 63). In individualistic societies, people are more likely to look after themselves and immediate family members only (G. H. Hofstede et al., 2010). According to research, individualism has positively impacted innovativeness and service performance (Soares et al., 2007). Collectivism lays on the other end of the dimension (G. H. Hofstede et al., 2010).

The US scored very high in individualism and ranks first among all the countries of the sample. Americans are open to interact with people they do not know well (G. H. Hofstede et al., 2010). Individualism is correlated to social and geographic mobility (G. H. Hofstede & McCrae, 2004) thus geographic mobility is very high in the US and individuals adapt easily to those changes, however, developing friendships is not easy particularly for males (G. H. Hofstede et al., 2010). Most Americans have a positive perception of individualism and consider it as the reason of the greatness of their country (G. H. Hofstede et al., 2010). Mexico, on the contrary, scored high in collectivism; collectivist societies tend to follow norms in order to conform to the opinion of the other members of the group (Gillespie & Hennessey, 2011).

In regards to wealth, the trend is that individualist countries are richer than collectivist countries which are likely to be poor (G. H. Hofstede et al., 2010). Most of the people in the world, belong to a collectivist society (G. H. Hofstede et al., 2010). It is important to mention that in times of distress and potential threats, a society may change its individualistic tendencies to collectivistic tendencies and beliefs and after the level of distress diminishes, it will seek individualism again (Díaz-Guerrero, 2003).

Albeit in every society family is considered as the first link of the self to others, its structure varies; in individualistic societies, it means nuclear family which includes parents and children. Children receive education in order to become independent from the parents. They are encouraged to express their own opinions. On the contrary, in collectivist societies, family is comprised of nuclear family plus uncles, aunts, grandparents, servants what is commonly known as extended family. Children do not have their own opinion rather, this is predetermined by the group (G. H. Hofstede et al.,

2010). In the Mexican culture, the concept of “me” can be hardly conceived as a separate entity, rather it is usually strongly influenced by the family (Díaz-Guerrero, 2003).

In regards to leisure, a study indicated that the preferred activities by Mexicans are the ones that they share with family and friends which show the collectivistic expressions of college students (De Garay Hernández et al., 2008). On the contrary, reading, napping and internet usage are values associated with individual achievements and autonomy which characterizes individualistic cultures (Schwartz, 1992) namely, activities that prevent the individual from interacting with others are expressions of individualistic cultures (Triandis, 1989).

Usually the Power Distance and Individualism dimensions are inversely correlated as seen in the US; the score in power distance was low and the score in individualism is high. This can be explained by their relationships; individuals who are independent from their families are also less dependent of authority figures. Equal rights are emphasized in all aspects of the American society including the government (G. H. Hofstede et al., 2010).

Masculinity vs Femininity. Societies cope in different ways with the duality of the sexes. Both countries, The US and Mexico, scored high in *masculinity*. Based on the 5D Model description, masculine societies’ goals are achievement and earnings, while feminine societies’ goals are cooperation and helping others (G. H. Hofstede et al., 2010). This is the only dimension of the model where the answers between men and women differ. Women are more likely to agree in ego values, measured in this dimension, regardless of their country of origin. Research shows that age is a factor that impacts ego,

the older they are less ego oriented they are. Moreover, they become more social (G. H. Hofstede et al., 2010).

Masculine societies prefer to earn more money than to have more leisure time (G. H. Hofstede et al., 2010) and are more focused on achievement in terms of ego boosting, wealth and recognition (G. H. Hofstede, 2001). Societies which score high in masculinity are driven by competition and success (e.g. the “winner”) not only in the professional world but also it is shown in their leisure pursuits (G. H. Hofstede et al., 2010). There tends to be a large gender culture gap in these countries. The number of women in professional and technical jobs is smaller than in countries with low masculinity, and there is a large gap in wages between genders. In poor countries with high masculinity, there is more corruption (G. H. Hofstede, 2001).

This dimension has to do with the gender roles that are assigned to men and women in a particular culture. Research shows that in the US, boys choose games in order to compete and excel; on the contrary, girls choose games to be with their friends and fulfill the need of belongingness. In contrast, in the Netherlands (highly feminist country) no difference in goals between boys and girls was shown. Moreover, for Americans competitive sports play an important role as part of their education, in contrast, in European countries, sports are extracurricular activities (G. H. Hofstede et al., 2010).

Long term orientation refers to how a society maintains links among its past, present and future (G. H. Hofstede et al., 2010). This fifth dimension was added to the model as a result of a comparison made between Hofstede’s 4D model and Michael Bond’s work. Bond used the Chinese Value Survey (CVS) in a cross-cultural study

performed in twenty-three countries and it was concluded that there was no equivalent to one of the dimensions. This dimension is correlated with countries that have recent economic growth and thus included as a fifth dimension in Hofstede's model (G. H. Hofstede et al., 2010).

In this case, the US and Mexico scored low which means they belong to normative societies. Normative societies are characterized by people who prefer to maintain their traditions and do not accept societal change readily (G. H. Hofstede et al., 2010); Mexicans highly value traditions and customs (Fent Ross, 1958). Americans have strong ideas about what is good and evil; these ideas impact their views on issues such as abortion, euthanasia, the use of drugs and weapons (G. H. Hofstede et al., 2010). In short-term orientation societies, leisure time is important (G. H. Hofstede et al., 2010).

Indulgence is the “tendency to allow relatively free gratification of basic and natural human desires related to enjoying life and having fun” (G. H. Hofstede et al., 2010, p. 281). The three items measured by this dimension are happiness, life control, and importance of leisure. On one side of this dimension there is a perception that one has the freedom to do whatever one wants and enjoy leisure activities either by oneself or with friends; on the opposite end, people feel restrained by social norms and feel that indulgence is wrong. In this dimension Mexico ranks second out of 93 countries with a score of 97 and the US scored 68. It is important to note that this new dimension needs more examination as it has not been reported in the academic literature (G. H. Hofstede et al., 2010). According to Moran et al. (2007), in the US leisure is seen as a reward for hard work and people live to work; in contrast, in Mexico people work to live and leisure is an essential part of life.

The cultural dimensions have been developed in order to help understanding the different thoughts, feelings and behaviors in societies as well as the theories adopted to explain such behaviors (G. H. Hofstede et al., 2010) although they do not actually exist. It is worth noting that Hofstede (2001) argues that the dimensions may be affected by economic, demographic and geographic variables. For example, demographic commonalities (e.g., high income / high education) could promote similarities that are more powerful than cultural differences. Hence, comparisons between two or more countries should be conducted by controlling other demographic variables to prevent the outcomes from being inaccurate (G. Hofstede, Hofstede, Minkov, & Vinken, 2013).

In the following paragraphs, the definition and types of motivation will be discussed, along with the Self-Determination Theory and sub-theories.

Motivation

One wonders how the process which starts as a feeling or need merges into an actual involvement: “Motivation is the intervening factor” (Kleiber et al., 2011, p. 156).

Motivation can be defined as “an internal or external element that moves people toward a behavior” (McLean & Hurd, 2012, p. 120). The process of motivation starts with the adoption of an individual’s goal. This goal adoption is preceded either by a need that the individual experiences or a demand that the environment imposes. Secondly, the individual chooses an action in order to accomplish that goal and finally, the individual sets a strategy to put his/her plan into action (Geen, 1995).

According to Geen (1995), there are three dimensions of motivation: initiation, intensity and persistence of behavior. By observing people, it can be noticed that their

behavior changes all the time and actions *initiate* regularly. Additionally, a variation in behavior's *intensity* is observed and falls between low and high levels. Finally it is noted that *persistence* varies from one individual to another (Geen, 1995).

For years, theorists Edward L. Deci and Richard M. Ryan have investigated the different types of motivation and developed the theory of Self-Determination (SDT) which investigates the individual's social context and determines the impact on his motivation (McLean & Hurd, 2012). A study performed in 2006, compared the leisure motivations of adolescents in seven countries/regions (Colombia, Germany, Ireland, Nigeria, South African and rural and urban America) using the Self-Determination theory as a framework. The outcomes exhibited the different types of motivation among adolescents that ranged from highly extrinsically-motivated Nigerians and South Africans to highly intrinsically-motivated Germans, Irish and Americans from rural areas. Researchers recommended to extend the study to find the causes of such differences (Kleiber et al., 2011).

In the following paragraphs, SDT will be described since it was used as a framework to develop one of the scales used in this study, and will aid to explain the psychological processes that occur during the individual's social environment, which in turn determines his/her, motivation to behave.

Self-Determination Theory

Three innate, universal and non-hierarchical needs have been identified within SDT and if properly satisfied would provide a way of growth and integration to achieve social development and personal well-being (Ryan & Deci, 2000). Such needs are

competence, relatedness and autonomy. *Competence* refers to a sense of confidence (Ryan & Deci, 2000). In the sports domain it refers to stepping out of the comfort zone and participating as well as gaining confidence as new skills are learned (Hagger & Chatzisarantis, 2011). *Relatedness* refers to “the need to feel belongingness and connectedness with others” (Ryan & Deci, 2000, p. 73) as it has been explained in Maslow’s needs hierarchy (Maslow, 1970). *Autonomy* refers to “the feeling of volition that can accompany any act, whether dependent or independent, collectivist or individualist” (Ryan & Deci, 2000, p. 74). An act that if freely chosen, it will be congruent with individual’s own interests and values. In regards to physical activity, it refers to the choice of participation and creating a space for oneself (Hagger & Chatzisarantis, 2011).

The more satisfied a need is, the more relevance is conceded to its underlying value (Díaz-Guerrero & Díaz-Loving, 2001). Failure in providing support from the social contexts in any of the three basic needs included in the SDT will result in frustration and alienation (Ryan & Deci, 2000).

Sub-Theories within SDT

Along with the SDT, two sub-theories emerged; the Cognitive Evaluation Theory (CET) and the Organismic Integration Theory (OIT) (Ryan & Deci, 2000).

Cognitive Evaluation Theory aims to specify the factors that explain the variability of intrinsic motivation. Such factors refer to the social and environmental aspects that either facilitate or frustrate intrinsic motivation. The environmental events are those that are “relevant to the initiation or regulation of behavior” (Deci & Ryan,

1985, p. 62). CET focuses on the needs of competence and autonomy explained earlier. Thus, if an individual gets positive performance feedback his/her intrinsic motivation will be enhanced and this effect will be mediated by perceived competence (Ryan & Deci, 2000). Research indicates a correlation between intrinsic motivation and engagement in recreational activities during their leisure time (Ruiz-Juan & Baena-Extremuera, 2015). Organic Integration Theory helps distinguish the different types of extrinsic motivation, which goes from the most to the least autonomous, as well as the factors which either bolster or inhibit internalization of the regulation extrinsic motivation (Ryan & Deci, 2000). Internalization refers to the process of adopting social norms as personal values (Kleiber et al., 2011). In this case, the needs of competence and relatedness discussed within the SDT, are more easily fulfilled since the norm must be comprehended before being able to internalize it and significant others are the ones from whom the individual learns from. The need of autonomy will be satisfied as long as the individual is capable of capturing the activity as his/her own (Kleiber et al., 2011).

Types of Motivation

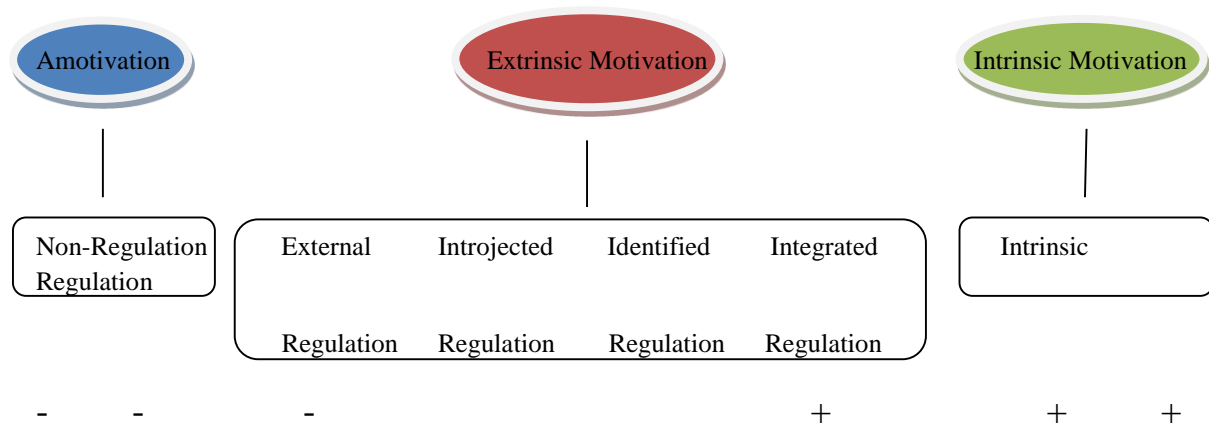
Several decades ago, research on motivation relied on a dichotomy to explain human behavior. This dichotomy refers to external/internal motivation. However, later with the emergence of SDT other dimensions were added to measure human behaviors more adequately (Vallerand & Losier, 1999). The purpose of SDT is to identify the determinant factors of the intrinsic, extrinsic motivation and amotivation, which is the lack of intention to behave (Ryan & Deci, 2000).

Deci and Ryan (1985) suggest that differences among individuals' motivations may lead to different emotional and behavioral consequences. *Intrinsic motivation* refers to an activity which is enjoyable and rewarding by itself. An individual who is autonomously oriented (i.e. intrinsically motivated) will experience freedom of choice (Deci & Ryan, 1985) predicting long-time commitment (Pelletier, Rocchi, Vallerand, Deci, & Ryan, 2013). *Extrinsic motivation* occurs when an activity is rewarding for external factors (Kleiber et al., 2011) such as recognition and prizes or other incentives. If one is control oriented (i.e. extrinsically motivated), one will likely feel pressure and tension from external agents (Deci & Ryan, 1985).

Research on physical activity suggests that when individuals are intrinsically motivated to exercise, they are more likely to participate than extrinsically motivated people. Moreover, with autonomous motivation individuals will show more persistence in such activity (Patrick & Canevello, 2011). The more self-determined a behavior is, the more positive consequences may be expected from it and vice versa, the less self-determined, the more negative a consequence may be (Martín-Albo, Núñez, & Navarro, 2009). Another study which supports that claim was performed on young Mexican athletes between 11 and 18 years old, and it showed that when the athletes felt that their coaches punished their mistakes and dedicated more time with the skilled athletes, their motivation was less self-determined (Lopez-Walle, Balaguer Solá, Castillo Fernández, & Tristán Rodríguez, 2011). The role of self-determination has an impact on the individual's well-being, emotions and physical health (Deci, Ryan, & Aronson, 1985) (Díaz-Guerrero, 2003). Well-being can be reached through experiences supported by social contexts and self-determination (Hagger & Chatzisarantis, 2011).

Figure 2.1 represents a continuum of the different types of motivation. On the left end we can find *amotivation* which is the least self-determined type of motivation where the individual does not engage in the activity or if he does, it is only because there is nothing else to do. *External regulation* refers to actions that are solely motivated by rewards or to avoid punishment. *Introjected regulation* refers to internal rewards such as feeling right with oneself or not feeling bad about oneself. *Identified regulation* goes in the opposite direction as the latter and is somewhat internal. *Integrated regulation* is internal, and finally on the right end of the continuum intrinsic motivation is found which is the most self-determined type (Kleiber et al., 2011).

Figure 2.2 The Self-Determination Continuum



The Self-Determination Continuum Showing Types of Motivation

Adapted from Deci & Ryan, 2000.

How Motivation Influences Leisure Behavior

Theoretical and empirical research suggests that there is a correlation between leisure and intrinsic motivation. Individuals who are diagnosed with an *intrinsic leisure*

motivation personality are self-determined, feel competent and enjoy having challenges during their leisure pursuits (Barnett, 2006). Another study also suggests a correlation between intrinsic and extrinsic motivation; the study was conducted among families in Oklahoma and theorizes that leisure activities are either socially or intrinsically motivated. Individuals between 18 to 22 years old are more prone to be motivated intrinsically, individuals between 32 to 50 are more inclined for family-oriented activities and individuals 58 and older, were motivated both ways (Post, McKenzie, Ruiz Andreu, & Kincannon, 2015). In regards to athletes, studies show that when they perceive that their coaches value them and their efforts to improve, and cooperation among them is fostered, the athletes show a pattern of self-determined motivation, that in turn is correlated with higher self-esteem (Lopez-Walle et al., 2011).

How Gender Influences Leisure Behavior

Some decades ago it was assumed that there was an equality of opportunities offered for males and females in the recreation services. However, research revealed that some factors were preventing women from getting involved in leisure activities. Such factors were related to the differences in social roles that both males and females play. Some other factors that women faced were health and safety; the rise in crime prevented women from feeling free to participate (Henderson & Bialeschki, 1991). Furthermore, women and men do not have the same freedom of leisure choices (Russell, 2005). In fact, it is through leisure that women may achieve equity, empowerment, and social action (Russell, 2005).

The results of a study conducted in three Midwestern universities in the US, revealed gender had an influence on their choice; it predicted social behavior and outdoor leisure participation; females reported to have higher social participation than males (Barnett, 2006). Moreover, other studies have shown that what motivates men and women to engage in exercise are different (Smith, Handley, & Eldredge, 1998); females are more likely to be motivated by external factors and on the contrary, men tend to be intrinsically motivated (Egli, Bland, Melton, & Czech, 2011). Another study conducted in Mexico also showed differences between males and female college students in regards to leisure; women focus on family first then, might go to the movies or travel; men focus on career, friends and family, in that order (De Garay Hernández et al., 2008).

CHAPTER III

METHODS

This chapter will provide an overview of the methods used to identify and contrast the type of motivation that prompts individuals to engage in recreational activities. It is comprised by four sections, which describe the instrument, the characteristics of the participants, data analysis and variables, and the statistical assumptions.

Instrument

The instrument developed (Appendix A) has been used to examine the relationship between the independent and dependent variables. It is a self-administered questionnaire created in Qualtrics software and consists of a validated scale and demographic questions. Since the study was conducted among people who speak either English or Spanish, the instrument was distributed in both languages.

In the first section of the questionnaire, demographic variables such as gender, age, enrollment status, and place of birth were asked in order to be certain that the samples were drawn from similar groups. Additionally, the participants were asked to select the type of recreational activity in which they are currently participating.

For the second section, the self-report scale SIMS (Guay, Vallerand, & Blanchard, 2000) was presented to determine the type of motivation that prompts an individual to engage in a recreational activity.

For future research, a final question was added asking in what type of Media the students search information about their recreational activities. The aim of this question was to learn the type of Media preferred by this segment of the market, and whether their answers differ by group. Thus, helping leisure service providers select adequate advertising for recreational activities.

English Version of SIMS

The original version of SIMS was created in English (Appendix A) and measures four different types of motivation: intrinsic motivation, identified regulation, external regulation and amotivation. Each category comprises four items which makes a total of 16 items. The anchor responses have a 7-point scale that ranges from 1 (corresponds not at all) to 7 (corresponds exactly).

SIMS was validated through five studies conducted by the researchers. In the first study the Cronbach's alpha values were: intrinsic motivation = .95, identified regulation = .80, external regulation = .86 and amotivation = .77 (Guay et al., 2000); the four subscales fell on the acceptable range for internal consistency which is between .70 and .80 (Nunnally, 1978). Construct validity was assessed by three different analyses that showed a simplex-like pattern of relations among the four subscales (Table 3.1); the scale's constructs showed a correlation with current motivation theories; and correlations were also consistent with self-determination theory predictions (Guay et al., 2000).

Table 3.1 Simplex-Like Pattern of Correlations Among the SIMS Subscales: Study 1

	SIMS subscales			
	1	2	3	4
Intrinsic Motivation	--			
Identified Regulation	.36**	--		
External Regulation	-.58**	-.15 *	--	
Amotivation	-.41**	-.53**	.26**	--

* $p \leq .05$ ** $p \leq .01$.

(adapted from Guay et al., 2000)

Since the first study sample size was small, a second study was performed with a larger sample. Reliability was satisfied as the Cronbach's alpha values were adequate (intrinsic motivation = .93, identified regulation = .81, external regulation = .75 and amotivation = .78) As seen on table 3.2, the correlations provided support for the construct validity (Guay et al., 2000).

Table 3.2 Correlations Between SIMS Subscales, Determinant, and Consequences of Situational Motivation: Study 1

SIMS subscales	Determinant (Perceived competence)	Consequences	
		Concentration	BIFP
Intrinsic Motivation	.54*	.35*	.56*
Identified Regulation	.37*	.34*	.47*
External Regulation	-.43*	-.21*	-.29*
Amotivation	-.44*	-.44*	-.46*

* $p \leq .01$.

(adapted from Guay et al., 2000)

Study 3 revealed adequate Cronbach's alpha values for most of the subscales (intrinsic motivation = .95, identified regulation = .85, external regulation = .62 and amotivation = .83). This study showed further support for self-determination theory.

However, since external regulation was not related to behavioral intentions in a significant way, further research was needed (Guay et al., 2000).

For study 4 two sets of data were collected from athletes who completed a survey in two different occasions. Once again, outcomes of this study revealed adequate Cronbach's alpha values (T1 intrinsic motivation = .87, T2 intrinsic motivation = .93, T1 identified regulation = .67, T2 identified regulation = .84, T1 external regulation = .83, T2 external regulation = .90, T1 amotivation = .80, T2 amotivation = .87). Construct validity was also supported by four regression analyses performed (Guay et al., 2000).

The fifth study was performed in a laboratory setting for an experimental approach and a multivariate analysis of variance (MANOVA) was applied to the four dependent variables. There were significant differences reported for intrinsic motivation and identified regulation. External regulation and amotivation reported no significant differences though (Guay et al., 2000).

In summary, the five studies showed support for the psychometric properties of SIMS and the factor structure also showed invariance across gender with the exception of amotivation which showed a significantly higher scores for men (Guay et al., 2000).

Spanish Version of SIMS

The original version of the SIMS was translated into Spanish by a group of researchers at the Universidad de las Palmas de Gran Canaria in Spain. It showed Cronbach's Alpha values of .91 in the intrinsic motivation subscale, .78 in the identified regulation subscale, .80 in the external regulation subscale, and .84 in the amotivation subscale. Construct validity for the four-factor structure reproduces the theoretical constructs of the self-determination theory. Additionally, this analysis confirmed the

adequate use of the scale indistinctly for men and women (Martín-Albo et al., 2009).

Afterwards a confirmatory factor analysis was performed and did not adequately fit the model hence the researchers removed two of the items of the scale.

For this study though, the 16 original items were retained for consistency and comparability purposes. Further, since the survey was applied to Mexicans some word substitution was done in few of the items to customize the translation to the way of speaking in Mexico. Measurements of the internal consistency performed after word substitution indicated that the validity was not affected as may be seen in Table 3.3. Additionally, as shown on Tables 3.4 to 3.7, all items in each subscale correlate positively as expected since they are measuring the same type of motivation. The modified version of SIMS scale in Spanish may be found in Appendix B.

Table 3.3 Cronbach's Alpha

Intrinsic Motivation	.88
Identified Regulation	.85
External Regulation	.80
Amotivation	.84

Table 3.4 Correlations Intrinsic Motivation

	Items			
	1	2	3	4
1	--			
2	.59	--		
3	.63	.75	--	
4	.58	.70	.64	--

Table 3.5 Correlations Identified Regulation

	Items			
	1	2	3	4
1	--			
2	.76	--		
3	.38	.57	--	
4	.72	.70	.41	--

Table 3.6 Correlations External Regulation

	Items			
	1	2	3	4
1	--			
2	.63	--		
3	.41	.43	--	
4	.51	.59	.45	--

Table 3.7 Correlations Amotivation

	Items			
	1	2	3	4
1	--			
2	.43	--		
3	.56	.60	--	
4	.47	.69	.68	--

Participants

After obtaining the IRB approval (Appendix C), the questionnaire for American students was posted on the Oklahoma State University COE-SONA system implemented by the college of Education. The COE-SONA is an active research participation system with the aim of recruiting participants for research studies in which the participants get class credit as an incentive for their participation. Additionally, an email invitation (Appendix G) was sent to colleagues of another college in the State of Oklahoma to distribute the URL link among students prefaced by the IRB approval of that institution

(Appendix D). Before completing the online surveys, potential American participants were properly informed (Appendix E) about the purpose of the study, confidentiality and anonymity of their participation. The contact information of the researchers was also provided in case they had any questions concerning the investigation. The same information was delivered for the potential Mexican participants (Appendix F). For the Mexican sample, the Spanish version of the survey was sent to selected college professors in Mexico to invite them to distribute it among their students (Appendix H).

Eligibility of Participants

Any American or Mexican college student was eligible to participate in this study. Variables such as gender, age, and level of education were controlled for as suggested in Hofstede's (2013) cross-cultural manual. As suggested, the samples to be examined were drawn from individuals with the same characteristics in order to obtain information that actually reflect the cultural differences and not the impact of other variables (G. Hofstede et al., 2013).

Data Analysis and Variables

As this study compares two independent groups, the appropriate statistical method to be used was an Independent t-test (Howell, 2007). For large samples like the one obtained for this study (30 or more observations) (Harwell, 1988), parametric tests are usually appropriate (Professor R.E. Davis, personal communication, May 19, 2014).

An independent analysis was performed for each of the two research questions. In the first research question: *Do college students in the US and Mexico experience different types of motivation when engaging in recreation activities?* The independent variable

(IV) is nationality consisting of two groups: American and Mexican college students, and the dependent variable (DV) is the type of motivation. The scores of the DV were obtained from the Situational Motivation Scale (SIMS). In the second research question: *Is there a difference between male and female college students in regards to what motives them to engage in recreation activities?* The IV is gender comprised by two categories: males and females, and the DV is the type of motivation.

The variable that indicates the types of recreational activities in which the participants were involved is nominal and was not statistically analyzed, thus the recreational activities were ranked in each sample according to the percentage of subjects who selected each activity.

Statistical Assumptions

The following assumptions are associated with the Independent t-test (Professor K.L. Matlock, personal communication, August 25, 2015).

- a) Normality:* a normal distribution (i.e. Bell Curve) of the sample is assumed (Professor K.L. Matlock, personal communication, August 25, 2015).
- b) Independence:* the sample must be randomly collected and observations must be independent for each subject. For this assumption, there is no test available; it relies on the design of the experiment (Professor K.L. Matlock, personal communication, August 25, 2015).
- c) Homogeneity of variance:* equal variances across groups is expected. Levene's test is used to test this assumption (Professor K.L. Matlock, personal communication, August 25, 2015).

d) *Continuous dependent variable*: the scores of the DV should be continuous (i.e. they can take on any value between its minimum and maximum value) (Professor R.E. Davis, personal communication, January 13, 2014).

The tests performed to substantiate these assumptions are discussed in the next chapter.

CHAPTER IV

FINDINGS

In order to investigate whether differences in motivation between American and Mexican college students and male and female college students were found, the first step was to identify demographic characteristics of the participants, followed by the analysis of the scores of the SIMS scale, and finally a comparison of the responses was performed.

Demographics of the Participants

The total of questionnaires obtained for this investigation was 384. However, those with missing data were removed from both samples, as well as the responses of graduate students since the main target was undergraduates. American participants completed 218 surveys; however, since there was not a representative sample of each of the ethnic groups, solely the responses of White students (149) was included in the analysis. As for the Mexican sample, 166 surveys were obtained and after removing the ones with missing data and graduate students, the total of usable questionnaires was 135. Women accounted for 67% of the sample while males accounted for 33% of the responses. The age range of the participants was between 18 and 30 (83% between 18-22, 14% between 23-29 and 3% 30+). In the American sample, 49% of the participants were

raised in the Southern region of the US, 41% in the Midwest, and the rest in other regions. In the Mexican sample, 69% of the respondents were raised in the East region of the Mexican Republic, 20% in the Central South region and the rest in other regions.

Data Analysis to Compare American versus Mexican Students

Observations from the study were analyzed by conducting an Independent t-test using the Statistical Package for Social Sciences (SPSS) to determine whether there were significant differences between the means of the two groups of the study. Alpha value was set at .05 for all the comparisons. Consequently, it can be said that there is 95% confidence that the outcomes are correct.

Prior to that, assumptions were tested. As seen on Table 4.1, the distribution of both groups was sufficiently normal for the purposes of conducting a t-test (i.e., skewness < | 2.0 | and kurtosis < | 9.0 |) (Schmider, Ziegler, Danay, Beyer, & Bühner, 2010). There was only one item (the skewness of amotivation of Americans (2.40)) that did not meet these criteria, yet the t-test is robust for normality (Professor K.L. Matlock, personal communication, August 25, 2015). Furthermore, if the sample is large (30 or more observations) and the sample sizes are equal, the outcome will be satisfactory (Harwell, 1988). Thus, a random sample of 135 American participants was selected to match the size of the Mexican sample. The assumption of Independence was met as both samples were collected from two mutually exclusive groups. After testing the variances of the samples through the Levene's test, the outcomes showed that the assumption of homogeneity of variance was only met in one of the four types of motivation (Table 4.2). Yet, if the samples are large and equal, the effects of the violation of the homogeneity of

variance assumption produces a very small effect (Howell, 2007). Additionally, in case the assumptions are not assumed, SPSS displays a second row of values with the Welch's correction factor that can be used instead (Kohr & Games, 1974). Finally, in order to use a t-test a continuous dependent variable is required. Despite the fact that Likert scales are generally considered ordinal data, the analysis was performed on the total scores from each subscale and as such is considered continuous data (McKenzie, 2015).

Table 4.1 Skewness & Kurtosis - Nationality

		Skewness	Kurtosis
Intrinsic Motivation	Americans	-1.36	2.91
	Mexicans	-1.54	2.52
Identified Regulation	Americans	-1.12	0.68
	Mexicans	-0.96	0.27
External Regulation	Americans	1.09	1.03
	Mexicans	0.89	-0.08
Amotivation	Americans	2.40	6.40
	Mexicans	1.06	0.08

Table 4.2 Levene's Test for Equality of Variances - Nationality

		F	Sig.	
Intrinsic Motivation		10.86	.001	<u>Not assumed</u>
Identified Regulation		25.88	.000	<u>Not assumed</u>
External Regulation		0.96	.329	<u>Assumed</u>
Amotivation		15.74	.000	<u>Not assumed</u>

Outcomes after Comparing American versus Mexican Students

Each participant was asked to select from the table the type of activity in which he/she was involved at the time of data collection. Table 4.3 shows the percentage of subjects who selected each category of activity. Besides selecting the type of activity, participants were asked to indicate the frequency and the start of their participation in the activity. Derived from those questions, it can be said that 92% of American students and 86% of Mexican students participate at least once a week. 59% of Americans and 49% of Mexicans are engaged in that activity since childhood.

It is worth noting that in both groups the category of *fitness and sport* (i.e. going to the gym, playing sports such as baseball, soccer, football) was selected by the majority of the subjects. It is not surprising that the category *travel and tourism* is not very popular among college students most likely due to the shortage of money during college years. Moreover, there is a significant difference between American and Mexican students in the category of *social clubs and interest groups* such as fraternities or interest groups; in Mexican colleges fraternities or sororities do not exist and evidently joining interest groups is not a very popular activity among them either.

Table 4.3 Comparison of Recreation Activities - Nationality

Activity	Americans	Rank	Mexicans	Rank
Fitness + Sports	47%	1	37%	1
Cultural Entertainment	2%	6	4%	5
Social Clubs + Interest groups	20%	2	4%	5
Travel + Tourism	0%	7	3%	6
Nature-related + Outdoor Rec.	6%	5	1%	7/
Attendance to parties/socializing with Friends	9%	3	14%	3
Hobbies (i.e. video games, crafts, board games)	7%	4	8%	4
Passive (i.e. watching tv, movies, reading, listening to music)	9%	3	28%	2

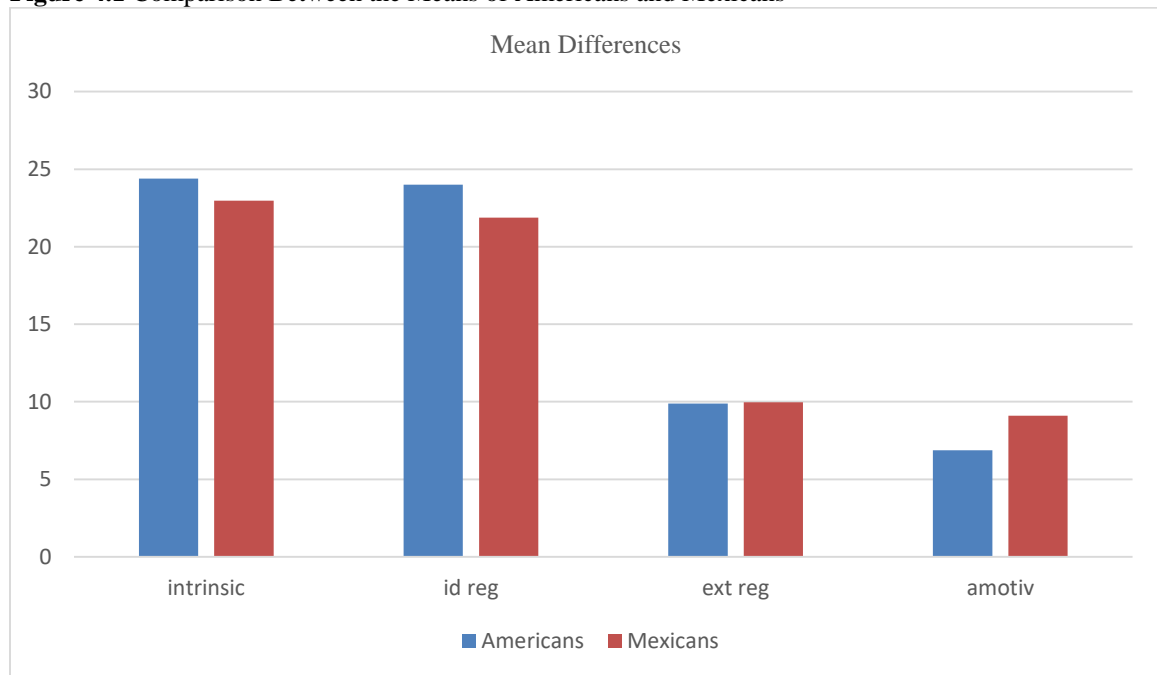
In reference to the first research question: *Do college students in the US and Mexico experience different types of motivation when engaging in recreation activities?*

The findings show that in three of the four types of motivation tested, there is a significant difference between the American (1) and Mexican (2) groups. See Table 4.4. Additionally, a comparison among the means of each subscale of motivation is shown in Figure 4.1.

Table 4.4 Independent Samples Test - Nationality

	t	df	Sig. 2-tail	Mean diff.	Std. Error diff.	95% Confidence diff.	Int
						Lower	Upper
Intrinsic Motivation	2.62	235	.009	1.42	0.54	0.35	2.49
Identified Regulation	3.44	236	.001	2.13	0.62	0.91	3.35
External Regulation	-0.12	268	.906	-0.08	0.69	-1.44	1.28
Amotivation	-3.40	254	.001	-2.21	0.65	-3.50	-0.93

Figure 4.1 Comparison Between the Means of Americans and Mexicans

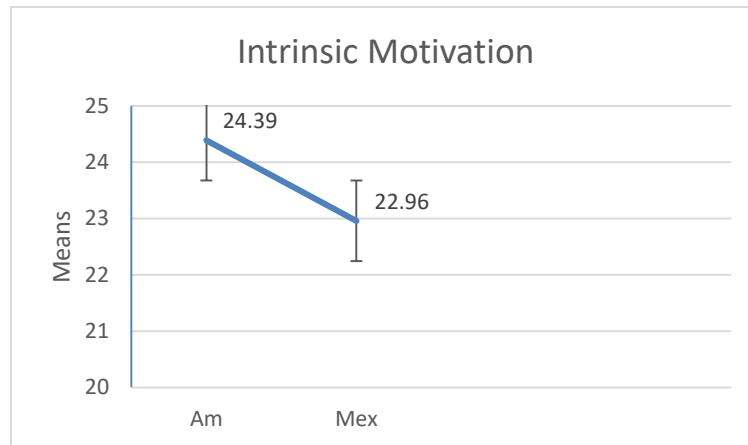


For **intrinsic motivation**, the null hypothesis stating that there was no difference between the American and Mexican students in regards to their intrinsic motivation to engage in recreation activities, was rejected (Figure 4.2). Therefore, it can be said that there is a statistically significant difference between both groups [$t(235) = 2.66, p = .009$]. A statistically significant difference indicates that the outcome was not due to chance, rather it shows an actual difference in the compared groups (Howell, 2007) even if small just like in this case.

On average, Americans scored higher on intrinsic motivation than Mexicans ($M_1 = 24.39, M_2 = 22.96$) and the results also show that there are more discrepancies among Mexicans in regards to this type of motivation ($SD_1 = 3.54, SD_2 = 5.23$). In order to measure the magnitude of the mean differences, the Cohen's d value was calculated and estimated at .33 which is a small effect based on Cohen's (1992) guidelines. It means that

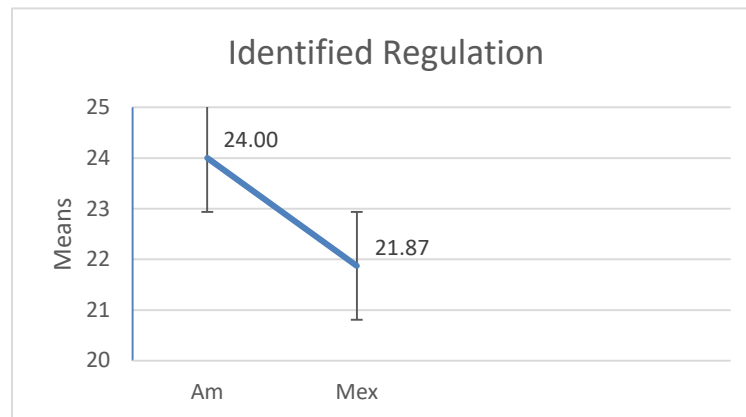
the scores of American students are .33 standard deviations or 1.45 points higher on average than Mexican students’.

Figure 4.2 Intrinsic Motivation of Americans and Mexicans



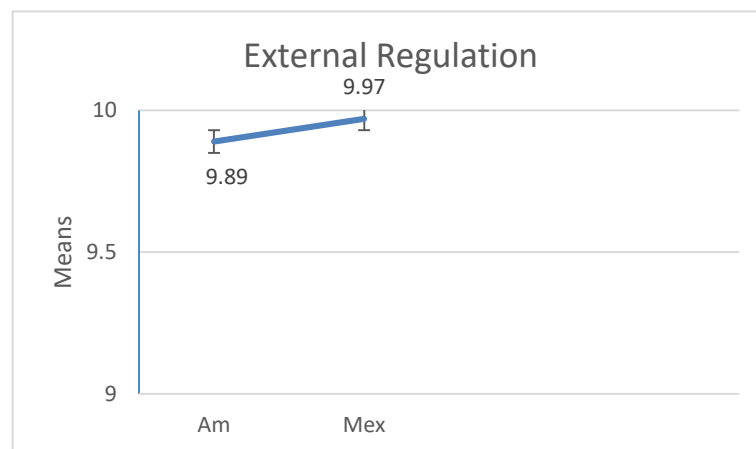
For **identified regulation**, the null hypothesis H1b stated that no differences between American and Mexican college students were expected. This hypothesis was also rejected (Figure 4.3) as the outcomes show that differences between the two groups exist [$t(237) = 3.44, p = .001$]; Americans scored higher than Mexicans on identified regulation ($M_1 = 24.00, M_2 = 21.87$). See Figure 4.1. The variation of the means is lower on Americans than on Mexicans ($SD_1 = 4.05, SD_2 = 5.94$). Cohen’s d was estimated at .45 which is a medium effect (Cohen, 1992); namely American students scored on average .45 standard deviations or 2.25 points higher than Mexican students.

Figure 4.3 Identified Regulation of Americans and Mexicans



The null hypothesis H1c stated that no differences between American and Mexican college students were expected if **external regulation** occurs when participating in recreational activities. It was retained (Figure 4.4) as it shows that the mean difference between the two groups ($M_1 = 9.89$, $M_2 = 9.97$) is not statistically significant [$t(268) = -0.12$, $p = .906$]. The results show that there are large variations in the means within groups ($SD_1 = 5.50$, $SD_2 = 5.82$).

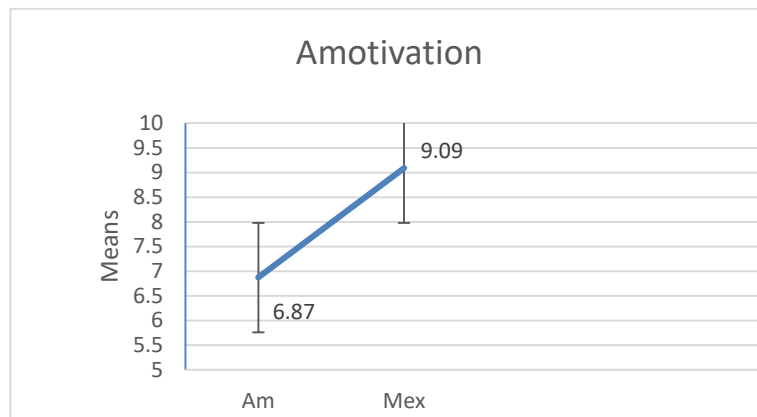
Figure 4.4 External Regulation of Americans and Mexicans



Hypothesis H1d stated that no differences between American and Mexican college students on **amotivation** for recreation activity engagement was expected.

However, this hypothesis was rejected (Figure 4.5) since the results show a statistically significant difference between the means ($M_1 = 6.87$, $M_2 = 9.09$) of the two groups [$t(254) = -3.4$, $p = .001$]. The results also show that there are more discrepancies among the means of Mexicans ($SD_1 = 4.68$, $SD_2 = 5.95$). Cohen's d was estimated at .43 which is a medium effect based on Cohen's (1992) guidelines. In this case, it means that American students scored .43 standard deviations or 2.29 points lower than Mexican students.

Figure 4.5 Amotivation of Americans and Mexicans



Data Analysis to Compare Male versus Female Students

Since the females (67%) of the total sample outnumbered the males (33%), a random selection of females was performed through SPSS to match the male sample size of 96. Thereafter, the analysis of gender was performed.

As can be seen on Table 4.5, the assumption of normality was satisfied using the criteria of Schmider et al. (2010) (i.e., skewness $< |2.0|$ and kurtosis $< |9.0|$). Except for the male sample in amotivation. The assumption of homogeneity of variance was tested via Levene's test and partially met as it is shown in Table 4.6. For the items that

did not assume homogeneity of variance the correction factor provided by SPSS was applied.

Table 4.5 Skewness & Kurtosis - Gender

		Skewness	Kurtosis
Intrinsic Motivation	Males	-1.41	3.05
	Females	-1.77	3.52
Identified Regulation	Males	-1.07	0.61
	Females	-1.17	0.69
External Regulation	Males	1.32	1.75
	Females	0.82	-0.14
Amotivation	Males	2.41	6.82
	Females	1.56	2.04

Table 4.6 Levene's Test for Equality of Variances - Gender

	F	Sig.	
Intrinsic Motivation	2.40	.123	<u>Assumed</u>
Identified Regulation	5.84	.017	<u>Not Assumed</u>
External Regulation	1.77	.185	<u>Assumed</u>
Amotivation	6.04	.015	<u>Not assumed</u>

Outcomes after Comparing Male versus Female Students

As shown on Table 4.7, *fitness/sports* was the first choice for the majority of the participants in both groups. Yet, the percentage varies by 23%. Another noticeable

difference was shown in passive activities which was selected by 25% of the females and only 5% of males. There is also a 14% difference in social clubs and/or interest groups.

Table 4.7 Comparison of Recreation Activities - Gender

Activity	Males	Rank	Females	Rank
Fitness + Sports	57%	1	34%	1
Cultural Entertainment	2%	6	4%	6
Social Clubs + Interest groups	3%	5	17%	3
Travel + Tourism	3%	5	1%	7
Nature-related + Outdoor Rec.	3%	5	4%	6
Attendance to parties/socializing with Friends	16%	2	9%	4
Hobbies (i.e. video games, crafts, board games)	10%	3	7%	5
Passive (i.e. watching tv, movies, reading, listening to music)	5%	4	25%	2

With reference to the second research question: *Is there a difference between male and female college students in regards to what motives them to engage in recreation activities?* The variable of gender showed no significant differences in any of the types of motivation as seen on Table 4.8.

Therefore, the null hypothesis H2_a indicating that there is no difference between males and females whenever they are intrinsically motivated to engage in recreation activities, was retained [$t(190) = -0.17, p = .986$]. The null hypothesis H2_b stating that no differences between male and female students can be expected when identified regulation occurs to engage in recreation activities, was also retained [$t(183) = 0.13, p = .895$]. The null hypothesis H2_c stated that no differences between male and female students were expected if external regulation occurs when participating in recreational activities. This hypothesis was also retained [$t(190) = -1.08, p = .281$], and lastly, the null hypothesis H2_d indicating that no differences between male and female students are expected whenever

they lack the motivation to engage in recreation activities, was also retained [$t(183) = -1.83, p = .069$].

Table 4.8 Independent Samples Test – Gender (both samples)

	t	df	Sig. 2-tail	Mean difference	Std. Error difference	95% Confidence Int difference	
						Lower	Upper
Intrinsic Motivation	-0.02	190	.986	-0.01	0.61	-1.21	1.19
Identified Regulation	0.13	183	.895	0.09	0.71	-1.30	1.49
External Regulation	-1.08	190	.281	-0.88	0.81	-2.47	0.72
Amotivation	-1.83	183	.069	-1.29	0.71	-2.69	0.10

Further analysis was performed to compare males and females within each group (see Tables 4.9 & 4.10). Nonetheless, no differences were reported within the American sample, and within the Mexican sample only amotivation reported a statistically significant difference. This difference indicates that males ($M=10.57$) are more amotivated than females ($M=7.78$) [$t(114) = 2.52, p = .013$]. The Cohen's d value was calculated in .47 which represents a medium effect.

Table 4.9 Independent Samples Test – Gender (American sample)

	Levene's Test		t	df	Sig. 2-tail
	Sig	Assumed			
Intrinsic Motivation	.376	Assumed	.78	74	.436
Identified Regulation	.961	Assumed	.37	74	.712
External Regulation	.927	Assumed	.25	74	.807
Amotivation	.561	Assumed	.85	74	.398

Table 4.10 Independent Samples Test – Gender (Mexican sample)

	Levene's Test		t	df	Sig. 2-tail
	Sig	Assumed			
Intrinsic Motivation	.136	Assumed	1.65	114	.102
Identified Regulation	.320	Assumed	.15	114	.878
External Regulation	.179	Assumed	1.46	114	.147
Amotivation	.578	Assumed	2.52	114	.013

Marketing

Research shows that the type of preferred advertising varies by cultures. For instance, for collectivist cultures word of mouth is very important; yet mass media advertising is not so important (Yoo et al., 2011). Additionally, it has been found that

there is a correlation between the preferred type of advertising and the cultural traits of the group. For instance, highly individualistic societies rate TV advertising more useful to learn information about a new product than social media (Mooij, 2003).

Despite these claims, in this sample no relevant differences were reported between the Americans and Mexican students (See Table 4.11). The top two choices of the American and Mexican students were *online* and *social media* and in both cases *radio* was the least preferred.

Table 4.11 Comparison of Media Preferences - Nationality

Media	Rank Americans	Rank Mexicans
Social Media	1	2
Online	2	1
Word of Mouth	3	3
TV	4	5
Print Media	5	4
Radio	6	6

As shown in Table 4.12, there was no difference in regards to gender either, since both males and females have similar answers; the preferred two items are *online* and *social media* and in both cases *radio* was the least used means to find information about their activities.

Table 4.12 Comparison of Media Preferences - Gender

Media	Rank Males	Rank Females
Social Media	2	1
Online	1	2
Word of Mouth	3	3
TV	4	5
Print Media	5	4
Radio	6	6

Findings suggest that the type of advertising used to attract college students to recreational activities may be similar. However, further research needs to be completed where the types of advertising are ranked or measured within a scale and a statistical analysis can be performed.

CHAPTER V

CONCLUSIONS

Discussion

The purpose of this study was to acknowledge the effects of culture on the motives to participate in recreational activities. A comparison between American and Mexican college students was conducted in order to investigate the apparent differences between the afore mentioned groups and to contrast their leisure behavior.

As discussed earlier, Americans and Mexicans display differences in several aspects such as the understanding of the self, the relation with authority figures, the interaction with their community, and their feelings about unknown or unexpected situations (G. H. Hofstede et al., 2010) (Sánchez-Aragón & Díaz-Loving, 2009). In accordance to these postulates, this study shows that culture has indeed an effect on motivation. Findings reveal a significant difference on intrinsic motivation (i.e. enjoyment of the activity itself and feelings of competence), on identified regulation (i.e. perceived freedom of choice) and amotivation (i.e. participation occurs when there is no other choice).

Previous research on motivation shows that Americans have higher levels of satisfaction when engaging freely in an activity or at least, when freedom of choice

is perceived (Guay al., 2000). This behavior is consistent with the findings of this study as scores of Americans indicate that they are highly intrinsically motivated and as research reveals, intrinsic motivation tends to occur when a sense of autonomy is fulfilled (Ryan & Deci, 2000). Hofstede et al. (2010) argue that due to the combination of high individualism and high masculinity in the American society, Americans highly value the idea of being successful and being the “winner” or the “best-in-the-field”. This in turn, is consistent with intrinsically motivated individuals whose need for competence is fulfilled that way. These findings are in accordance with the CET which states that intrinsic motivation is enhanced by the fulfilment of both, competence and autonomy needs (Ryan & Deci, 2000).

The findings are also consistent with studies which found a correlation between intrinsic motivation and persistence (Patrick & Canevello, 2011) and intrinsic motivation and long-time commitment (Pelletier et al., 2013), since most of the American students participate in a recreational activity at least once a week, and almost 60% of them started their participation since childhood.

Despite the differences with American students, the scores of Mexican students were also high which may be consistent with a change towards independency and individuality in the Mexican society (Aguilar Montes de Oca, Valdez Medina, González-Arratia López-Fuentes, & González Escobar, 2013). It is worth noting though that the results show a higher variance (e.g. SD was higher) in the Mexican sample. This discrepancy denotes a trend of change in some students, while others retain traditional values linked with their past (G. H. Hofstede et al., 2010); as stated earlier, Mexicans tend to be conditioned by their past (Rodriguez Estrada & Ramírez Buendia, 1992). The

ambivalence in the Mexican society materializes due to the opposing values (Aguilar Montes de Oca et al., 2013); in one respect the values rooted in the family, and on the other, the new tendencies towards independence and individuality (De Garay Hernández et al., 2008).

Another significant difference between American and Mexican college students reported in this study was in amotivation (i.e. act without intent, not feeling competent) (Ryan & Deci, 2000). The findings suggest that Mexican students are less motivated to participate in recreational activities than American students. Since amotivation and intrinsic motivation are in the opposite end from each other in the Self-Determination Continuum, these results are obviously negatively correlated. Thus, when engaging in recreational activities, Americans are more intrinsically motivated and less amotivated. Conversely, Mexicans are less intrinsically motivated and more amotivated. Despite the differences, the results turned out to be as expected; both groups reported low levels of amotivation since leisure pursuits are freely and voluntarily chosen (Ruiz-Juan & Baena-Extremera, 2015), and are about enjoyment and hedonism (De Garay Hernández et al., 2008).

In regards to External Regulation (i.e. the least self-determined within extrinsic motivation), this study found no significant differences. In both groups, the scores were low, showing consistency with freely chosen leisure pursuits with no rewards or punishments attained.

Another purpose of this study was to identify potential differences of motivation between males and females. Studies on women reveal that their leisure pursuits are influenced by gender itself and also by other aspects of their lives such as privilege,

power and discrimination (Henderson et al., 2002). Moreover, it has been found that gender as a determinant factor of preferences and behaviors. For instance, a study found that males were intrinsically motivated (e.g. strength & endurance, competition, challenge) and females are more likely extrinsically motivated (e.g. weight management, appearance) (Egli et al., 2011). Despite those findings, this investigation found no differences between males and females in any of the subscales of motivation when the entire sample was being examined. Further analysis of gender within each sample was performed, yielding a difference within the Mexican sample solely in one of the subscales. It indicated that Mexican males are more amotivated than Mexican females. A plausible explanation for the similarities in motivation between men and women is that due to globalization and modernization, the adherence to traditional norms is decreasing, thus women's activities are focusing more on achievement and independence (De Garay Hernández et al., 2008) which in the past were seen as stereotypical characteristics of males. Research has also revealed that some traits in women with a higher degree of education are evolving. Yet, these may be temporary changes and vanish when their marital or family status changes (Valdez Medina & González Arratia López Fuentes, 1999). Longitudinal studies would be required to determine whether the changes in women's lives are permanent or not.

Final Comments

Culture encompasses the entire heritage of a group of people, exposes distinctive traits which make that group unique, and also explains much of the group's behavior (G. H. Hofstede et al., 2010) (Moran et al., 2007). By conducting cross-cultural studies, the researchers provide an opportunity to gain knowledge beyond borders, create awareness

of the need to understand cultural differences before embarking on business, academics, or any other form of exchange. Thus, cross-cultural research may help avoid disciplinary ethnocentrism, improve personal experiences, interaction and cooperation among people of different countries to benefit all.

Within the context of this study, two groups were explored finding the expected results in some aspects, and unanticipated results in others. As Moran et al. (2007) suggested that even though cultures and nations still keep their uniqueness, the interconnection among them has become more complex and does not necessarily follow obvious patterns. Yet, all findings contribute to the enrichment of the literature This study provides an insight into the motivation to engage in recreational activities of the aforementioned groups. Thereby aiding leisure and recreational service providers to find balance between what may work for all groups and what needs to be customized to the needs and wants of a specific group. The importance of carrying out research in Latin America was discussed earlier. Hence, expanding research to unexplored areas may contribute to a better understanding of the way information is sent, perceived and processed in alternative cultural contexts and to avoid stereotypical ways to investigate human behavior.

Limitations of this Study

This study should be interpreted with caution since the samples were collected among middle class young individuals with a high degree of education and their values and attitudes could vary from the general population (McCarty & Shrum, 1994). Hence the need to expand the scope of the study to more societal groups.

Another limitation of the study was that males were outnumbered by females in a significant way resulting in a reduction of the female sample for comparable analysis.

With reference to the American sample, only the European American group was analyzed due to the lack of minority group representation in the sample. Future research should include all minority groups to identify potential differences.

In regards to the Mexican sample, the prevailing diversity within social classes makes a significant difference in traditions and preferences among the social groups (Corral-Verdugo & Pinheiro, 2009). Hence the results found in this investigation may not be interpretable to all the social stratus.

Researchers are advised to be cautious with participants of collectivist societies, like the Mexican, since they tend to present themselves as more collectivist than they are. Their answers might not be in accordance to their typical behavior, yet as a response to a perceived socially desirable manner (Shiraev & Levy, 2007).

Finally, studies that involve self-evaluation, such as this one, should take into consideration that the participants tend to compare themselves with people from their own society and this may not provide a precise description of the phenomenon (Shiraev & Levy, 2007).

Recommendations for Future Research

For the American sample, only the group of European Americans was analyzed as the sample of other ethnic groups was not large enough for comparison. Therefore, the need to expand research to more ethnic groups since they have been reported to have distinctive cultural traits that makes them different (Thompson & Cuseo, 2012).

This study focuses solely on Mexican college students, therefore research on other Latin American countries is required as some differences among them have been reported (Moran et al., 2007).

Several studies have reported differences in gender, however in this study differences between males and females were not significant. This might be due to the unequal sample sizes, thus, equal sample sizes are desirable for studies like this one.

Finally, it would be interesting to know the correlation between the type of motivation and the types of recreational activities, therefore further research should be done to determine this relationship.

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APPENDIX A
INSTRUMENT ENGLISH VERSION

Demographic Questions

For the following statements, please indicate the category that best describes you.

1. Were you born in the US?

☐ Yes

☐ No

2. Where were you raised?

☐ Northeast

(New England, Mid-Atlantic)

☐ Midwest

(East/West North Central)

☐ South

(South Atlantic, East/West South Central)

☐ West

(Mountain, Pacific)

☐ Other (Puerto Rico and other US territories)

3. In terms of culture, I consider myself to be:

☐ White

☐ African-American

☐ Asian-American

☐ Hispanic-American

☐ Native-American

☐ Middle Eastern-American

☐ Mixed ethnicity

☐ None of the above

4. Your gender:

☐ Male

☐ Female

5. Your age:

☐ 18-22

☐ 23-29

☐ 30-34

☐ 35+

6. What is your enrollment status?

☐ Undergraduate

☐ Graduate

7. The educational institution that you are enrolled in is:

☐ Public

☐ Private

8. Select two primary recreational activities in which you are currently engaged:

☐ Fitness + Sports

☐ Nature-related + outdoor

(i.e. going to the gym, play soccer/baseball)

(i.e. hiking, camping)

☐ Cultural entertainment
attend/participate in concerts, plays)

☐ Attendance to parties (i.e.
or socializing with friends

☐ Social clubs or interest groups
(i.e. fraternities, religious clubs)

☐ Hobbies

(i.e. video games, board
games, crafts)

☐ Travel + tourism

☐ Passive activities
(i.e. watching TV/movies,
listening to music, reading)

9. How often do you participate in the activity you selected in the previous question?

☐ At least once a week

☐ At least once a month

☐ Every two weeks

☐ Seasonal

10. How long have you been engaged in this activity?

☐ Since childhood

☐ At least one year

☐ Less than a year

☐ At least two years

The Situational Motivation Scale (SIMS)

Why are you currently engaged in these activities?

(1) corresponds not all

(7) corresponds exactly

1. Because I think that this activity is interesting

1 2 3 4 5 6 7

2. Because I am doing it for my own good

1 2 3 4 5 6 7

3. Because I am supposed to do it

1 2 3 4 5 6 7

4. There may be good reasons to do this activity, but personally I don't see any

1 2 3 4 5 6 7

5. Because I think that this activity is pleasant

1 2 3 4 5 6 7

6. Because I think that this activity is good for me

1 2 3 4 5 6 7

7. Because it is something that I have to do

1 2 3 4 5 6 7

8. I do this activity but I am not sure if it is worth it

1 2 3 4 5 6 7

9. Because this activity is fun

1 2 3 4 5 6 7

10. By personal decision

1 2 3 4 5 6 7

11. Because I don't have any choice

1 2 3 4 5 6 7

12. I don't know; I don't see what this activity brings me

1 2 3 4 5 6 7

13. Because I feel good when doing this activity

1 2 3 4 5 6 7

14. Because I believe that this activity is important for me

1 2 3 4 5 6 7

15. Because I feel that I have to do it

1 2 3 4 5 6 7

16. I do this activity, but I am not sure it is a good thing to pursue it

1 2 3 4 5 6 7

Attitude toward advertising

Where do you look for information about your recreation activities?

Select all that apply

- | | |
|--|---|
| <input type="checkbox"/> TV | <input type="checkbox"/> Social Media |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Print Media (fliers, magazines, newspaper) |
| <input type="checkbox"/> Word of Mouth | <input type="checkbox"/> Online |

APPENDIX B
INSTRUMENT SPANISH VERSION

Preguntas Demograficas

En las siguientes preguntas, por favor elige la categoria que mejor te describe:

1. ¿Naciste en México?

☐

Si

☐

No

2. ¿En que región creciste?

☐

Noreste

(Coahuila, Nvo Leon, Tamaulipas)

☐

Noroeste

(Baja California, Chihuahua,
Durango, Sinaloa, Sonora)

☐

Este

(Hidalgo, Puebla, Tlaxcala, Veracruz)

☐

Oeste

(Colima, Jalisco, Michoacan,
Nayarit)

☐

Centro Norte

(Aguascalientes, Guanajuato, Queretaro,

Sn. Luis Potosi, Zacatecas)

☐

Centro Sur

(CdMx, Mexico, Morelos)

☐

Sureste

(Campeche, Quintana Roo, Tabasco,

Yucatan)

☐

Suroeste

(Chiapas, Guerrero, Oaxaca)

3. Género:

☐

Masculino

☐

Femenino

4. Edad:

☐ 18-22

☐ 23-29

☐ 30-34

☐ 35 +

5. Nivel de estudios en el que estas inscrito actualmente:

☐ Licenciatura

☐ Posgrado

6. La institucion educativa en la que estás inscrito actualmente es:

☐ Publica

☐ Privada

7. Selecciona dos tipos de actividades que estes realizando actualmente:

☐ Fitness + Deporte

☐ Naturaleza/Actividades al
aire libre

(p. ej. ir al gimnasio, jugar soccer, beisbol)

(p. ej. Acampar, pescar)

☐ Actividades culturales

☐ Ir a fiestas o

(p. ej. asistir o participar en conciertos, teatro)

socializar con amigos

☐ Club social

☐ Pasatiempos

p. ej. circulo de lectura, club religioso)

(p. ej. video juegos, juegos de
mesa, manualidades)

☐ Viajes/turismo

☐ Actividades pasivas

(p. ej. ver TV/peliculas,
escuchar musica, leer)

8. ¿Con qué frecuencia participas en la actividad que seleccionaste en la pregunta anterior?

☐ Al menos una vez por semana

☐ Al menos una vez al mes

☐ Cada dos semanas

☐ Por temporada/estacional

9. ¿Desde cuando participas en esta actividad ?

☐ Desde mi infancia

☐ Al menos un año

☐ Menos de un año

☐ Al menos dos años

The Situational Motivation Scale (SIMS)

¿Por que estas involucrado en esta actividad actualmente?

(1) no corresponde para nada

(7) corresponde exactamente

1. Porque creo que esta actividad es interesante

1 2 3 4 5 6 7

2. Porque lo hago por mi propio bien

1 2 3 4 5 6 7

3. Porque se supone que la tengo que hacer

1 2 3 4 5 6 7

4. Probablemente haya buenas razones para involucrarme en esta actividad, pero no las conozco

1 2 3 4 5 6 7

5. Porque creo que es una actividad agradable

1 2 3 4 5 6 7

6. Porque pienso que esta actividad es buena para mi

1 2 3 4 5 6 7

7. Porque es algo que tengo que hacer

1 2 3 4 5 6 7

8. Participo en esta actividad pero no estoy seguro si vale la pena

1 2 3 4 5 6 7

9. Porque esta actividad es divertida

1 2 3 4 5 6 7

10. Por decision personal

1 2 3 4 5 6 7

11. Porque no me queda de otra

1 2 3 4 5 6 7

12. No lo se; no estoy seguro de los beneficios de esta actividad

1 2 3 4 5 6 7

13. Porque me siento bien cuando hago esta actividad

1 2 3 4 5 6 7

14. Porque creo que esta actividad es importante para mi

1 2 3 4 5 6 7

15. Porque siento que la tengo que realizar

1 2 3 4 5 6 7

16. Hago esta actividad, pero no estoy seguro si tiene un buen proposito

1 2 3 4 5 6 7

Actitud hacia la publicidad

¿En donde buscas informacion acerca de tus actividades recreativas?

Selecciona todas las que aplican:

- | | |
|---|---|
| <input type="checkbox"/> TV | <input type="checkbox"/> Redes Sociales |
| <input type="checkbox"/> Radio
periodicos) | <input type="checkbox"/> Medios Impresos(flyers,revistas, |
| <input type="checkbox"/> Boca a boca | <input type="checkbox"/> En linea |

APPENDIX C
INSTITUTIONAL REVIEW BOARD (IRB) OF OKLAHOMA STATE
UNIVERSITY APPROVAL

Oklahoma State University Institutional Review Board

Date: Monday, April 24, 2017
IRB Application No ED1742
Proposal Title: How culture shapes motivation to engage in recreation activities- A cross-cultural perspective
Reviewed and Exempt
Processed as:
Status Recommended by Reviewer(s): Approved Protocol Expires: 4/16/2020
Principal Investigator(s):
Cristina Good Bert Jacobson
180 CRC
Stillwater, OK 74078 Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☐ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

- 1Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
- 2Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
- 3Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
- 4Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Hugh Crethar, Chair
Institutional Review Board

APPENDIX D
IRB OF UNIVERSITY OF CENTRAL OKLAHOMA



20 April 2017

STUDY TITLE: How Culture Shapes Motivation to Engage in Recreation Activities – A Cross-Cultural Perspective

Dear Ms. Good:

The University of Central Oklahoma Institutional Review Board has reviewed your application and accepts the decision made by the Institutional Review Board at the Oklahoma State University in regards to IRB Application #ED1742.

This approval for recruitment at UCO is granted with the understanding that the research will be conducted in a manner consistent with the regulatory requirements in section 45 CFR 46, and under the policies and procedures as outlined in the Standard Operating Procedures of the OSU Institutional Review Board.

If there are any modifications to the application, adverse events or allegations of non-compliance, the UCO IRB must be notified.

If you have any questions please do not hesitate to contact us. We wish you all the best with your research.

Sincerely,

A handwritten signature in blue ink that reads 'MPowers'.

Melissa Powers, Ph.D.
Chair, Institutional Review Board
University of Central Oklahoma
100 N. University Dr.
Edmond, OK 73034
405-974-5497
irb@uco.edu

Office of Research Integrity and Compliance
100 North University Drive – Edmond, Oklahoma 73034 – Phone (405) 974-5497 – irb@uco.edu

APPENDIX E

CONSENT ENGLISH VERSION

CONSENT FORM

Before proceeding to the survey, please read the following information.

Project Title:

How culture shapes motivation to engage in recreation activities - A cross-cultural perspective

Investigators:

Cristina Good, M.S. and Dr. Bert Jacobson, College of Education at OSU.

Purpose:

The purpose of this study is to examine the type of motivation that prompts an individual to engage in recreation activities and to document the contrasts between two culturally diverse groups.

Procedures:

The type of information this study wishes to collect includes demographic data and the individual's type of motivation for recreation activities.

Risks of Participation:

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

Benefits:

The contribution of this study is the acknowledgement of culturally diverse students in regards to their motivation to participate in recreation.

Confidentiality:

All information about the participants will be kept confidential and will not be released. The information will be saved for up to one year and the records of this study will be kept private and stored securely. Only researchers of this study will have access to the records. Any written results will discuss group findings and will not include information that may identify any participants.

Compensation:

There is no monetary compensation for participation in this survey. You will received ½ SONA credit for your participation. Alternatives are available, please see your instructor for more information.

Contacts:

You may contact any of the researchers at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Cristina Good M.S., Principal Investigator at 117 Colvin Center, Department of Leisure Studies, Oklahoma State University, Stillwater, OK 74078, c.good@okstate.edu 405-744-9337. Or Dr. Bert Jacobson, advisor, at 332 Willard Hall, College of Education, Stillwater, OK 74078, bert.jacobson@okstate.edu 405-744-7476. If



you have question about your rights as a research volunteer, you may contact the IRB office at 223 Scott Hall, Stillwater, OK 74078 405-744-3377.

Participants Rights:

Participation is voluntary and it may be discontinued at any time without reprisal or penalty.

Consent:

I have read and fully understand the consent form. By clicking "I agree" I am indicating that I freely and voluntarily agree to participate in this study and I also acknowledge that I am at least 18 years of age.

I agree



APPENDIX F

CONSENT SPANISH VERSION

FORMATO DE CONSENTIMIENTO

Antes de comenzar la encuesta, por favor lee la siguiente información.

Título del Proyecto :

Cómo la cultura moldea la motivación en la participación de actividades recreativas - Una perspectiva multicultural.

Investigadores :

Cristina Good y Bert Jacobson, College of Education, Oklahoma State University.

Propósito :

El propósito de este estudio es examinar el tipo de motivación que impulsa a un individuo a participar en actividades recreativas y al mismo tiempo, a documentar el contraste entre dos grupos culturalmente diferentes.

Procedimiento :

El tipo de información que este estudio coleccionará incluye preguntas demográficas y una escala para medir el tipo de motivación en actividades recreativas.

Riesgos de Participación :

No hay ningún riesgo asociado a la participación en este proyecto.

Beneficios :

La contribución de este estudio a la ciencia es la identificación de los comportamientos en estudiantes de diferentes culturas.

Confidencialidad :

Toda la información personal contenida en esta encuesta será confidencial y no será dada a conocer. Se guardará hasta por un año de manera privada en un lugar seguro y únicamente los investigadores tendrán acceso a ella. Cualquier resultado escrito revelará únicamente hallazgos a nivel grupal y no será posible identificar tu información.

Compensación :

No habrá compensación monetaria por tu participación.

Contactos :

Si tienes alguna duda en relación a esta investigación puedes contactar a Cristina Good, la investigadora principal, a la siguiente dirección: 117 Colvin Center, Stillwater, OK, EU. 74078 Leisure Studies Department, OSU, teléfono 001(405)744-9337. O al correo electrónico c.good@okstate.edu o a su asesor Bert Jacobson en: 332 Willard Hall, Stillwater, OK, EU,



74078 del College of Education, telefono 001 (405)744-7476 o al siguiente correo electronico: bert.jacobson@okstate.edu. Si tienes alguna pregunta en relación a tus derechos como voluntario en esta encuesta, por favor contacta la oficina del IRB al 223 Scott Hall, Stillwater, OK 74078 001(405)-744-3377.

Derechos del participante :

Tu participación es voluntaria y en cualquier momento puedes interrumpir la encuesta si así lo deseas sin ninguna penalidad o represalia.

Consentimiento :

He leído y comprendido completamente el formato de consentimiento. Al oprimir el boton de 'acepto' estoy indicando que estoy de acuerdo en participar en este estudio y confirmo que tengo al menos 18 años de edad.

ACEPTO ☐

NO ACEPTO ☐



APPENDIX G

SCRIPT ENGLISH VERSION

Script:

Hello, my name is Cristina Good, a doctoral candidate at OSU. I am trying to gather information for my study entitled: "How culture shapes motivation to engage in recreation activities – A cross-cultural perspective". I would greatly appreciate it if you could distribute the link of my survey to your students. The survey is online, takes about 30 minutes, and is fully anonymous.

Eligibility: American students, male/female, undergraduate/graduate, no age limit.

Thank you for your help!

(Add the link)



APPENDIX H

SCRIPT SPANISH VERSION

Guion :

Hola! Soy Cristina Good, candidata a doctor en la Universidad del Estado de Oklahoma. Estoy trabajando en un proyecto titulado: 'Cómo la Cultura Moldea la Motivación en la Participación de las Actividades Recreativas : Una Perspectiva Multicultural.' Te agradecería si pudieras distribuir el enlace de mi encuesta entre tus alumnos. La encuesta es en línea, toma aproximadamente 30 minutos y es completamente anónima.

(agregar enlace)

Eligibilidad : Estudiantes mexicanos, hombres/mujeres, licenciatura/maestría, no hay límite de edad.

Muchas gracias por tu ayuda !



VITA

Cristina Good

Candidate for the Degree of

Doctor of Philosophy

Thesis: HOW CULTURE SHAPES MOTIVATION TO ENGAGE IN RECREATION
ACTIVITIES: A CROSS-CULTURAL PERSPECTIVE

Major Field: Health, Leisure, and Human Performance (Leisure Studies)

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Health, Leisure,
and Human Performance (Leisure Studies) at Oklahoma State University,
Stillwater, Oklahoma in December, 2017.

Completed the requirements for the Master of Science in International Studies at
Oklahoma State University, Stillwater, Oklahoma in 2013.

Completed the requirements for the Master of Science in Management and
Marketing at Universidad Popular Autonoma del Estado de Puebla, Puebla,
Mexico in 2013.

Completed the requirements for the Bachelor of Science in Public Accounting at
Universidad Iberoamericana, Puebla, Mexico in 1996.

Experience:

Graduate Teaching Associate in Leisure Studies at OSU, 2013-present.

Event Coordinator at Guthrie Retreat, 2015-present.

Administrative & Principal Assistant at San Diego School, 2007-2009.

Administrative Head of Sports Coordination at Universidad Iberoamericana,
1998-2003.

Professional Memberships:

National Recreation and Park Association

Rho Phi Lambda National